

FE Week

BROKEN BOLES PROMISE LEADS TO TRAILBLAZER CRITICISM

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Skills Minister Nick Boles has broken his promise to the House of Commons Education Select Committee that there would be “many fewer” new apprenticeship Trailblazer standards than the frameworks they will replace by 2017.

He told committee members in January that he was worried about the “unbelievable proliferation” in the number of frameworks, which currently stands at 334, adding “what I promise you we will achieve, is many fewer standards”.

But Graham Stuart, who was chair of the committee at the time, has hit out at the government’s streamlining effort after it was revealed that more than 350 standards have already either been delivered or are being developed.

The Conservative MP said that Mr Boles “told my then committee earlier this year that there was an ‘unbelievable proliferation’ of different standards and this represents a missed opportunity to address the problem”.

“The government has achieved a great deal with apprenticeships reform, transforming both the quality and quantity of the opportunities available to young people,” added Mr Stuart, who chaired the committee from June 2010 to March this year.

“It is, however, disappointing that ministers have still been unable to simplify the confusing landscape of different standards that are applied to apprenticeships, the sheer complexity of which risks diluting the consistency of the qualification.”

Mr Boles didn’t comment directly on the broken promise, but a Department for Business, Innovation and Skills (BIS) spokesperson told *FE Week*: “There will be one new standard for each occupation identified

Mel hoping to stay in front seat for Rio



Paralympic wheelchair racer and Hartpury sports ambassador Mel Nicholls with Hartpury principal Russell Marchant and her racing chair, ‘Dolly’, and handbike, Acorn, which are both sponsored by the college

Hartpury College wheelchair-racing champ Mel Nicholls is gearing up to end the new academic year with a ticket for the Rio Paralympic Games next summer.

The former equine science student and London 2012 Paralympian has been taking to the open road on her handbike and getting behind the wheel for some rally car driving to sharpen her reactions.

“We do manoeuvres and slaloms through cones and it’s all on a stopwatch. It’s great for testing my reactions and has improved my accuracy too,” said Mel, whose life was turned upside down when she suffered a series of severe strokes with the third, in 2008, leaving her unable to walk unaided and using a wheelchair.

The sports ambassador at the Gloucestershire land-based and sports college has the 2015 IPC Athletics World Championships in Doha, Qatar, next month — but it’s those games in Brazil that have really caught her imagination.

“My ultimate aim is to medal in the 800m in Rio,” said T34 1500m world record holder Mel, who is also targeting qualification for the Worlds and the Paralympics in the 400 metres and 800m.

by employers as requiring an apprenticeship, and the standards will replace existing apprenticeship frameworks.”

He added: “Employers are in the driving seat developing apprenticeship standards that will benefit businesses. They are best placed to identify where there are skills shortages.”

A BIS press release published on August 21, which marked the launch of a consultation on the proposed apprenticeship levy for large businesses, stated that “there are now over 140 Trailblazer groups that so far have collectively delivered or are in the process of delivering, over 350 standards”.

It followed Mr Boles’ promise to the committee on January 14, after he was

called to answer questions as part of its investigation into apprenticeships and traineeships for 16 to 19-year-olds.

The resulting report published in March warned against over-complicated “system changes which deter employers, and smaller employers in particular, from participating”.

Neil Carmichael, current chair of the committee, told *FE Week* on Friday: “We do need to tease out what an apprenticeship actually is and to make it as relevant as possible for the workplace.

“We have to bear in mind that we have committed ourselves to creating a further 3m apprenticeships and so be mindful of standards.”

An online *FE Week* report on August 6 warned of growing frustration among Trailblazer apprenticeship designers over the government’s slow progress with approving standards.

Around 35 have been judged ready for delivery by BIS so far.

More than 180 had been published by the Trailblazer groups on the BIS website at the time of going to press, but are still waiting for final BIS approval.

Meanwhile, BIS declined to say how many standards currently being developed by Trailblazer groups have not yet been published on its website.

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READY FOR NEW LEARNER COMPLAINT RULES?

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EDITION 145

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NEWS

COLLEGES' FREE SCHOOL HOPES DASHED BY DfE REJECTION

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Two general FE colleges have had their free school plans thrown out by the Department for Education (DfE), *FE Week* can reveal.

Croydon College's application was rejected, it said, because there wasn't considered to be a sufficient shortfall of school places in the local area. It was the college's second attempt.

Meanwhile, London-based Tower Hamlets College principal Gerry McDonald (pictured), said that his had been rejected "on technical grounds".

The college had been advised to make the "educational case stronger" before it planned to resubmit the application next month, he added.

It comes after DfE confirmed to *FE Week* that none of the 18 new free schools announced this month by Prime Minister David Cameron had any links to general FE colleges.

An *FE Week* report in April revealed that Croydon College would re-submit its free school application over the summer, after its initial submission was turned down in March because the DfE thought its plans "required more detail".

Croydon College principal Frances Wadsworth said at the time that the planned secondary school and sixth form, with capacity for 180 students in each year, could address a local need for more pupil places and give parents an extra option over where to send their children.



The proposal was also for the school, which would have been called New Croydon Academy, to have an increased focus on science, technology, engineering, arts and mathematics (Steam) subjects.

However, after the latest rejection, a college spokesperson said the "DfE, in consultation with Croydon Council, determined that on reflection there wasn't a sufficient shortfall of schools places in our proposed location to warrant a new school".

She added that DfE and the council also felt that "any shortfall that existed could be met by the free school provision in the pipeline

and expansion of existing provision".

"We are naturally disappointed, but would not wish to progress in opening a school for which there is not deemed to be sufficient demand," she said.

A DfE spokesperson declined to comment on the Croydon and Tower Hamlets applications, or confirm if any more FE-related free school plans had been thrown out.

It comes after the DfE announced that a further six general FE colleges intended to take on learners from the age of 14 from this month.

The new 14 to 16 providers for 2015/16 were Cambridge Regional College (CRC), Central Bedfordshire College, East Durham College, East Kent College, John Ruskin College, in Croydon, and South Tyneside College, according to an EFA list published on Tuesday (September 1).

New uni system in place for HE in FE learners

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General FE colleges are hoping fears they could be overwhelmed with higher education gripes prove unfounded as they start the new academic year subject for the first time to the same complaints scrutiny procedure as universities.

An *FE Week* report in February revealed that complaints from students at FE colleges on higher education courses would be scrutinised by the Office of the Independent Adjudicator for Higher Education (OIAHE), because of a law change which coming into effect for 2015/16 through the new Consumer Rights Act.

The OIAHE previously only dealt with complaints from FE higher education learners if they related to something for which the validating university was responsible and concern has been raised that streamlining the system could lead to a rise in complaints.

However, FE providers can get better access to guidance on updating their higher education complaints systems through subscribing to OIAHE at a heavily discounted rate, which was agreed following talks with the Association of Colleges (AoC).

An OIAHE spokesperson told *FE Week*:



"The rate an individual FE college will pay will depend on how many higher education in FE students it has.

"But as an example, a college with 500 HE in FE students would pay £579, while a university with the same number of students would pay £827 — so the college has a discounted rate of 70 per cent.

"As FE colleges only joined on September 1, they will pay for only four months of 2015 membership."

Joanna Forbes (pictured), legal director at law firm Shakespeare Martineau LLP, said that she had been contacted over the summer "by a number of colleges to look at their complaints procedures in light of the changes".

She added that a key change to OIAHE procedure, which GFE colleges will have to

FE WEEK NEWS IN BRIEF

Cache purchase completed

Newcastle-based awarding organisation NCFE has completed the purchase of the Council for Awards in Care, Health and Education (Cache).

An NCFE spokesperson told *FE Week*, which first broke news of the buy-out on August 3, that the trustees of both organisations were "delighted to confirm that the acquisition of the Cache awarding business, assets and brand was officially completed on [Tuesday] September 1".

She declined to comment on how much NCFE paid for Hertfordshire-based Cache or if there would be any job losses.

Ofqual bosses face MPs

Ofqual chief regulator Glenys Stacey and chair Amanda Spielman will be questioned by MPs on the Education Select Committee next month.

The qualifications watchdog duo will feature in a one-off evidence session on the work of the organisation on Wednesday, October 14.

The committee has also invited short written submissions on the work of Ofqual in regulating examinations, including reform of GCSEs and A-levels, to be in by October 2.

Visit the committee website for more details and to take part.

College buys Total People

Manchester College Group (MCG) has purchased Cheshire-based independent learning provider (ILP) Total People for an undisclosed sum.

An MCG spokesperson said that acquiring the ILP, rated as good by Ofsted in January 2013, would boost the group's "expertise and capability in work-based learning".

She added that Total People would "continue to serve and support its own customers and learners under the Total People brand". Manchester College is also a grade two provider, having most recently been rated in June last year.

abide by, was an extension introduced in July to the time limit for lodging a complaint from three to 12 months after the college complaints procedure has been completed.

She thought that this could encourage more complaints and said: "My general view is that colleges are not currently as well set up to deal with HE complaints as universities.

"I think as a rule that is because FE students tend to complain less. One reason for this is that FE students haven't always had anywhere sensible to go with their complaint, so it hasn't been clear who they should complain to or how.

"The availability of the OIAHE will now enable them to complain more, which I don't think is a bad thing necessarily, as colleges can learn from what students complain about."

Nick Davy, higher education policy manager at the AoC, said: "We would need to monitor the extension of the time limit for reporting complaints to make sure that they are being dealt with as soon as possible.

"We do not envisage a significant increase in the number of complaints because students already had the right to go to the OIAHE, through their awarding university, once the internal complaints system had been exhausted."

SFA contract joy as safeguarding ‘glitches’ disappear

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An independent learning provider that faced losing its Skills Funding Agency (SFA) contract after an Ofsted inadequate rating over safeguarding fears four months ago has managed to hold onto its public funding deal following a good Ofsted judgment.

Leicester-based firm Qdos was given three months’ notice that its SFA contract would be torn up after inspectors reported in April how two staff members had regular and unsupervised access to learners under 18 without relevant criminal checks.

However, company boss Elena Ryabusha (pictured) said the concerns related to two unrelated incidents which were a result of oversight, rather than systematic failures.

A positive monitoring inspection in May found Qdos was making progress to address issues — leading to the SFA granting the firm a three-month stay of execution.

Qdos was then re-inspected on July 28 and rated as good, with inspectors praising the firm’s significant improvements.

The SFA has now confirmed it has withdrawn the termination notice.

Ms Ryabusha told *FE Week*: “My staff have been through a tough and emotional journey to make this happen and I am very grateful to work with such resilient, tough and hardworking people.

“Many times each one of us felt we are buckling under pressure but we kept going.

We had a threat of losing our company and our livelihoods and we fought for it.

“This was not a journey for faint-hearted and we have endured it together and have come out on the other side victorious.”

She praised the SFA for its support following the inadequate grading when, as *FE Week* previously reported, talks took place to secure a delay to the contract termination pending full reinspection.

The SFA did not respond specifically when asked if other ILPs newly-rated as inadequate would also have a chance to retain their public funding contracts.

But a spokesperson said: “Following two subsequent Ofsted visits, reasonable improvements were noted and as a result Qdos had been given a ‘good’ rating by Ofsted for its overall effectiveness.

“In response, on July 31, we notified Qdos Training Limited that we would lift the notice of termination due to take effect in September and its contract would continue.”

Ofsted is required to re-inspect an inadequate provider within 15 months of the last inspection.

A spokesperson for the education watchdog said: “Inspectors found the provider was taking effective actions during the monitoring visit. Therefore, a decision was made to re-inspect it soon after its last



inspection in order to see the full impact of the changes made.”

The inadequate report, which came after a good result in 2011, called for disclosure checks on all staff working unsupervised with young learners “as a matter of highest priority”.

It also said Qdos should “systematically train staff” to understand safeguarding and led to the SFA giving the provider a three-month notice to terminate its contract.

Qdos, which had an SFA allocation of £763k last academic year and has around 80 learners, offers apprenticeships and classroom-based programmes in customer service, ICT and administration.

Upon re-inspection the firm was praised for its rapid improvements. It received a ‘good’ grade across the outcomes for learners, quality of teaching, learning and assessment and effectiveness of leadership and management categories.

Ms Ryabusha said improvements were driven by providing training programmes for all staff in safeguarding, health and safety and equality.

The online programmes were also followed up by external and internal workshops.

Ms Ryabusha added: “All we talked about was impact on learners. Our every minute of every day was devoted to improving quality of our provision.”

POST-GCSE MATHS QUALS ROLLED OUT

Pilot qualifications in post-GCSE maths that were launched late last year have been fully rolled out by the Department for Education.

The qual, designed for use in the tech bacc, will be available to students who have already achieved a C or above in their maths GCSE, and is more practical in nature than the AS-level despite being of the same Ucas point value.

The level three core maths qual was on offer to a number of schools last year, but has been made available to all schools and colleges from this month via City & Guilds, AQA, Pearson Edexcel, Eduqas and OCR.

Kirstie Donnelly MBE, City & Guilds managing director, said: “This practical, workplace-relevant qualification provides a high standard of maths in a real world context, helping to drive up standards in the UK and ensuring employers have the skilled and talented workforce they need to thrive.”

OCR subject specialist Jo Deko said: “We welcomed the announcement of core maths qualifications for post-16 students who have achieved a grade C or better in GCSE maths, but do not wish to go on to study the subject at A or AS Level.

“We launched our pioneering new level three qualifications last year and a number of providers have been piloting them. We are delighted that they are now available for all post-16 education providers to use with their students.”

College sector sees ‘unique’ step of registering as Trailblazer assessor

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Leicester College has branched out from simply delivering apprenticeships in a college sector first by taking the “unique” step of registering with the Skills Funding Agency as a Trailblazer apprenticeship assessor.

Leicester, which taught around 2,400 apprentices last academic year, can provide end-point assessment for level two property maintenance operative apprenticeships, developed by the property services employer Trailblazer group. It is among other assessors for the apprenticeship, including City & Guilds among others.

“It is important the college is proactive within the evolving landscape of apprenticeship training,” a spokesperson for the college, rated as good by Ofsted in 2011, told *FE Week*.

“In June 2015, when the opportunity to become an apprentice end-point organisation arose Leicester College successfully applied for inclusion on the register.”

She added: “Although it is unique for an FE college to be on this register, we are well placed through our extensive facilities and expert apprenticeship team to deliver this.

“As an end-point assessment organisation we can support employers and lead providers in the delivery of assessment as part of an

apprenticeship programme. Our involvement also allows us to disseminate apprenticeship changes to our own teams, employers and apprentices.”

The college currently offers more than 60 different types of apprenticeships, for example in engineering, hospitality and catering, and fashion and textiles. It would not be allowed to assess its own apprentices.

And the register also lists the geographical areas in which such organisations can assess.

Employer provider BT was also listed by the SFA as an assessment organisation for level four network engineer and software developer apprenticeships, developed by the digital industries Trailblazer group which the company is a member of.

A spokesperson for BT, which received a grade one Ofsted rating in May 2012 in a report that praised its “outstanding” apprenticeship provision for more than 1,600 learners, said: “Following conversations with the SFA, it was decided that BT should consider applying for the register of apprentice assessment organisations, given our involvement and pedigree in this area”.

He said that BT had “no immediate plans for the use of the registration” which it applied for in June, but it would provide “future options” and “could allow us to reach out, support and offer assistance to the sector as a whole”.

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NEWS

New adult and community learning boss Pe

With former government FE and skills boss Dr Sue Pember now installed at the helm of adult and community learning provider membership body Holey, reporter Freddie Whittaker examines the sector’s Ofsted inspection performance last academic year.

It’s the beginning of a new era for adult and community learning providers and their representative body, Holey. FE sector stalwart Dr Sue Pember, the former head of FE and skills investment at the Department for Business, Innovation and

Skills, is the new Holey director of policy and external relations. But just how big a

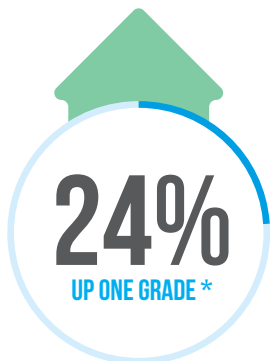
task is former Canterbury College principal Dr Pember facing?

Data released by Ofsted shows a mixed picture for community learning and skills providers. Of the 233 community learning and skills providers in England, 54 were inspected in the last academic year. Of these, 19 saw their Ofsted rating decline since their last inspection, while 18 stayed the same and 13 improved. Of those which saw a decline in their grades, 8 saw their Ofsted ratings fall by two grades, while the other 11 dropped by one.

Provider	Inspection date	Publication date	Overall effectiveness	Change on last inspection
Adult Community Learning Essex	10/11/2014	19/12/2014	3	-2
Lancashire Adult Learning	03/11/2014	10/12/2014	4	-2
NCC Adult Education Services	19/01/2015	09/03/2015	4	-2
Open Door Adult Learning Centre	24/03/2015	01/05/2015	3	-2
Safe in Tees Valley Limited	15/10/2014	19/11/2014	4	-2
The Marine Society College of the Sea	08/10/2014	24/11/2014	4	-2
Wandsworth London Borough Council	08/12/2014	21/01/2015	4	-2
Warrington Borough Council	14/10/2014	16/12/2014	4	-2
Beacon Employment	23/09/2014	29/10/2014	4	-1
Broadland District Council	09/03/2015	21/04/2015	3	-1
Bromley London Borough Council	10/03/2015	22/04/2015	3	-1
City Gateway	16/03/2015	22/04/2015	2	-1
Manor Training and Resource Centre Limited	22/10/2014	28/11/2014	3	-1
Metskill Limited	09/02/2015	24/03/2015	3	-1
Roots and Shoots	24/11/2014	15/01/2015	2	-1
Sandwell Training Association Limited	16/02/2015	20/03/2015	3	-1
Wokingham Council	11/11/2014	23/12/2014	3	-1
Worcestershire County Council	02/12/2014	07/01/2015	3	-1
YMCA Training	23/03/2015	29/04/2015	3	-1
Cheshire West and Chester Council	17/03/2015	22/04/2015	2	0
Doncaster Metropolitan Borough Council	19/05/2015	25/06/2015	2	0
Enfield London Borough Council	24/03/2015	08/05/2015	2	0
Haringey London Borough Council	10/11/2014	19/12/2014	3	0
Hounslow Adult and Community Education	01/12/2014	14/01/2015	2	0
Leicestershire County Council	11/05/2015	15/06/2015	2	0
Morthyng Group Limited	13/10/2014	19/11/2014	2	0
North East Lincolnshire Council	28/04/2015	16/06/2015	3	0
Nottingham City Council	04/02/2015	13/03/2015	2	0
Nottinghamshire County Council	11/05/2015	16/06/2015	2	0
Redbridge Institute of Adult Education	23/03/2015	08/05/2015	2	0
Redcar & Cleveland Adult Learning Service	23/09/2014	29/10/2014	2	0
Romney Resource 2000 Ltd	03/03/2015	22/04/2015	3	0
Southend-on-Sea Borough Council	06/10/2014	12/11/2014	2	0
Sunderland City Metropolitan Borough Council	24/11/2014	24/12/2014	2	0
The Mary Ward Centre (AE Centre)	19/01/2015	27/02/2015	2	0
Training 2000 Limited	02/02/2015	12/03/2015	2	0
Waverley Training Services	06/10/2014	18/11/2014	3	0
County Training	19/01/2015	03/03/2015	2	1
Derby Skillbuild	17/03/2015	24/04/2015	2	1
Durham County Council	19/01/2015	06/03/2015	2	1
East London Advanced Technology Training	14/01/2015	20/02/2015	1	1
Havering London Borough Council	13/10/2014	04/12/2014	2	1
London Learning Consortium Community Interest Company	24/11/2014	13/01/2015	2	1
Luton Borough Council	29/09/2014	07/11/2014	2	1
North West Training Council	20/04/2015	02/06/2015	2	1
North Yorkshire County Council	03/11/2014	10/12/2014	2	1
Royal Borough of Kingston upon Thames Council	17/03/2015	08/05/2015	2	1
Skills for Health Limited	20/10/2014	28/11/2014	2	1
The Cornwall Council	17/11/2014	14/01/2015	2	1
Wolverhampton Adult Education Service	08/12/2014	15/01/2015	1	1
St Paul’s	03/06/2015	24/06/2015	2	N/A
Steps to Work (Walsall) Ltd	22/04/2015	02/06/2015	3	N/A
The Communiversity	10/03/2015	16/04/2015	3	N/A
Working Rite	13/05/2015	22/06/2015	3	N/A



Of those to have improved, all 13 are up one point each, and of the four providers which were inspected for the first time in 2014/15, three have been told they require improvement. In total, of those inspected last year, two were outstanding, 28 were good, 17 required improvement and seven were inadequate.



Adult and community learning providers have also not been immune from intervention by FE commissioner Dr David Collins, who has reported on provision run by councils in Norfolk, Lancashire, Warrington and the London Borough of Wandsworth. But Dr Pember was unsurprisingly keen to sing the praises of the providers she represents, and said those which had seen their Ofsted ratings decline would be working to improve.



She told *FE Week*: “Adult and Community Learning providers have an excellent quality record, with sector best for overall effectiveness grades. Nearly as many went up a grade as went down and those who went down are now ensuring the highlighted development areas are being worked upon.”

* for 2014/15 inspection

mber facing a mixed performance picture

Dr Sue Pember's vast senior civil service experience has been serving Hoxle and its adult and community learning provider members for around a month now. She outlines her hopes and fears for the sector.

Adult education is an area to which I am personally committed and believe that for many participants it is their lifeline to society and a better life.

Many adult education services work in partnership and manage complex relationships with other services, such as probation, Job Centre Plus, social care, colleges and universities. They do this because they want the best overall package of support for their students; state funding coupled with robust fee policies allows them to work with these other services in a way that is both value for money and effective.

Going forward, my greatest concerns are that (during the frenzy of the next spending review) decisions will be made without understanding the consequences. We have seen this in the last few months.

Government's desire to increase funding in certain policy areas has led to several decisions being made which taken separately seemed fine, but together, the impact on many providers was to take 24 per cent from the adult budget on top of the more visible 2010 spending review cuts.



DR SUE PEMBER
Hoxle director of policy and external relations

Ensuring a productive second chance

The next set of decisions around adult education must be transparent and fully debated, and must not be the unintended consequences of other policy decisions.

It is now recognised by many economists that for our country to meet its full potential it needs to improve productivity. Therefore, going forward, there is an argument for increased investment in adult skills.

Second chance education is about putting right what went wrong in schools; it is about acquiring the skills the nation needs, it is about confidence and personal well-being, which in turn leads to more fulfilled employees and citizens who are less reliant on state support and leads to the bonus of improved productivity and a more

competitive and successful economy.

Adult education services — whether delivered through local authorities or colleges — are at a cliff edge and there is a risk that the unintended consequences of other policy decisions could decimate the service, leaving a large hole in the fabric of our society with no means of filling it.

Without these services many people will feel isolated, there will be no easy means of quickly reallocating resource into areas of need such as where there has been large scale redundancy and the need to support people back into work, or providing part of the solution when there have been civil unrest and breakdowns in society.

My role on behalf of Hoxle members will be

to act as an advocate, generate summaries and analysis of current government initiatives and share this information with the network. This will include responses to formal consultations, regular updates, and alerting members to changes in funding and data.

My greatest concerns are that (during the frenzy of the next spending review) decisions will be made without understanding the consequences

Sharing good practice and looking at how best we can contribute to localism and the devolution agenda will be a key work stream. For example, should adult and community learning providers be in or out of the new area reviews?

This fast changing policy and funding landscape will be the background for my future work with Hoxle members — a big challenge but I cannot think of a better group of people to be working with.



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FE WEEK COMMENT

Not a standard first

The streamlining of apprenticeship guidance under the new Trailblazer system is a process to which a broken promise is no stranger.

In March, *FE Week* revealed how Skills Minister Nick Boles had relaxed much-vaunted rules set by his predecessor, Matthew Hancock, that limited the new standards to two sides of A4.

The appearance of six standards running to between three and five A4 pages had signalled, as was confirmed by the Department for Business, Innovation and Skills at the time, the death of the two-page standard rule.

So to see the number of standards coming in above the number of frameworks they are replacing, represents another broken promise.

But it follows a number of other *FE Week* reports that do not paint a wholly rosy picture of the path to the Trailblazer standards system.

Full approval for standards is slow in coming, and even for those that are ‘ready to deliver’ the uptake is slow.

It therefore seems entirely possible that the next broken promise heading our way (unless, of course, there are others first) is an extension of the lifespan of frameworks beyond their 2017 cut- off.

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Lep boss tight-lipped on merger reviews funding issue

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EXCLUSIVE

Council and business leaders have remained tight-lipped over financial support for college mergers as the FE sector continues to wait for guidance on proposed post-16 area reviews.

Guidance on the reviews, which were announced in July, was due to be published last month, but at the time of going to press had only been seen in draft form in a document leaked to *FE Week*.

The draft guidance places responsibility for the funding of mergers and other changes recommended following the reviews on colleges, local enterprise partnerships (LEPs) and councils, with a threat that skills funding could be withdrawn from providers which do not “take action” as part of the programme.

The document, authored by Skills Minister Nick Boles, says: “We will expect colleges, LEPs, local authorities with relevant devolved skills budgets to provide funding and support to implement changes, particularly as we expect change to deliver significant net savings in the longer term. Government finance would need to be provided as a last resort.

“While participating in these reviews and implementing their recommendations

is voluntary, recognising the independent status of colleges, I strongly urge every college to take part.

“As confirmed in the policy statement, ultimately we would expect funding agencies and LEPs to only fund institutions that are taking action to ensure they can provide a good quality offer to learners and employers, which is financially sustainable for the long term.”

Dr Ann Limb, chair of the South East Midlands Lep, said: “As government guidance on area-based reviews has not yet been published it is premature to speculate on how any changes resulting from the reviews might be funded.

“LEPs and FE colleges serve the local communities in which they are located and it is therefore likely different solutions will be found for different areas.

“In the South East Midlands, I am confident that we will work collaboratively with our excellent colleges to implement the findings of the area-based review once it has been completed.”

But Dr Mary Boustead, general secretary of the Association of Teachers and Lecturers (ATL), said it was “totally unrealistic” to expect colleges to foot the bill for the reviews,

which she described as being “forced upon the sector by the government”.

She added: “Colleges have absorbed cuts of 35 per cent to their funding since 2009, and from September 2015 are losing an additional 24 per cent of their adult learning budgets, as well as being expected to find nearly 4 per cent of savings within this academic year.

“If surplus funds are available within college budgets, they should be spent on educating and developing the skills of local young people and adults, not responding to the whim of a Government pursuing an ideological agenda.”

University and College Union general secretary Sally Hunt said: “Colleges have already sustained massive funding cuts and now need to prioritise their resources on students rather than jumping through hoops to secure future funding.

Association of School and College Leaders general secretary Brian Lightman said: “The last thing colleges need is a further funding pressure at a time when funding levels are so low that many colleges are struggling to maintain basic levels of provision.”

No one from the Local Government Association was available for comment. See feweek.co.uk for more on the leaked area review guidance.

COMMENTS

Colleges to face merger bill in government's far-reaching 'area reviews', leaked guidance reveals

I have to applaud their thinking. Not only are the turkeys supposed to vote for Christmas, they also have to buy their own stuffing.

L Roding

At last the huge issue facing FE is in the spotlight.

If, after 11 years at school, students have failed to learn maths and English well enough, it is ridiculous to expect cash strapped FE to achieve this in one or two years (although they

do pretty well in the circumstances!). The trouble with this approach though, is that it is trying to cure the symptom rather than the illness.

There is a problem with the learning of maths and English at school for too many children, and the root cause/s of this needs to be identified first, and appropriate remedial action taken.

This is too big an issue to leave to politicians. We need to properly research and identify what is really wrong with learning at school. The future lives of our young people depend on this.

Jackie Rossa

Former FE college principal [Ann Limb] named as chair of new steering group for adult skills funding reforms

I would like to see a member of the TSNLA on the Board to give a balanced view of how Adult Skills Funding is spent and to make sure the disadvantaged, those with learning difficulties and disabilities, ESOL and furthest from the labour market are kept in people minds because they have definately slipped out of everyone's sight with the recent changes to the funding and the cuts.

Quote ‘we want to get in touch with our communities’, then please include them.

Cassie Roberts

I have said it before, but there is a system in place with a levy that provides Training, information, qualifications and associated services, it's called the CITB (Construction Skills).

It was an ITB that survived, and funnily enough despite some Industry criticism is still valued by the Companies and Federations that work with it – Why doesn't the government find out how they operate?

gwood

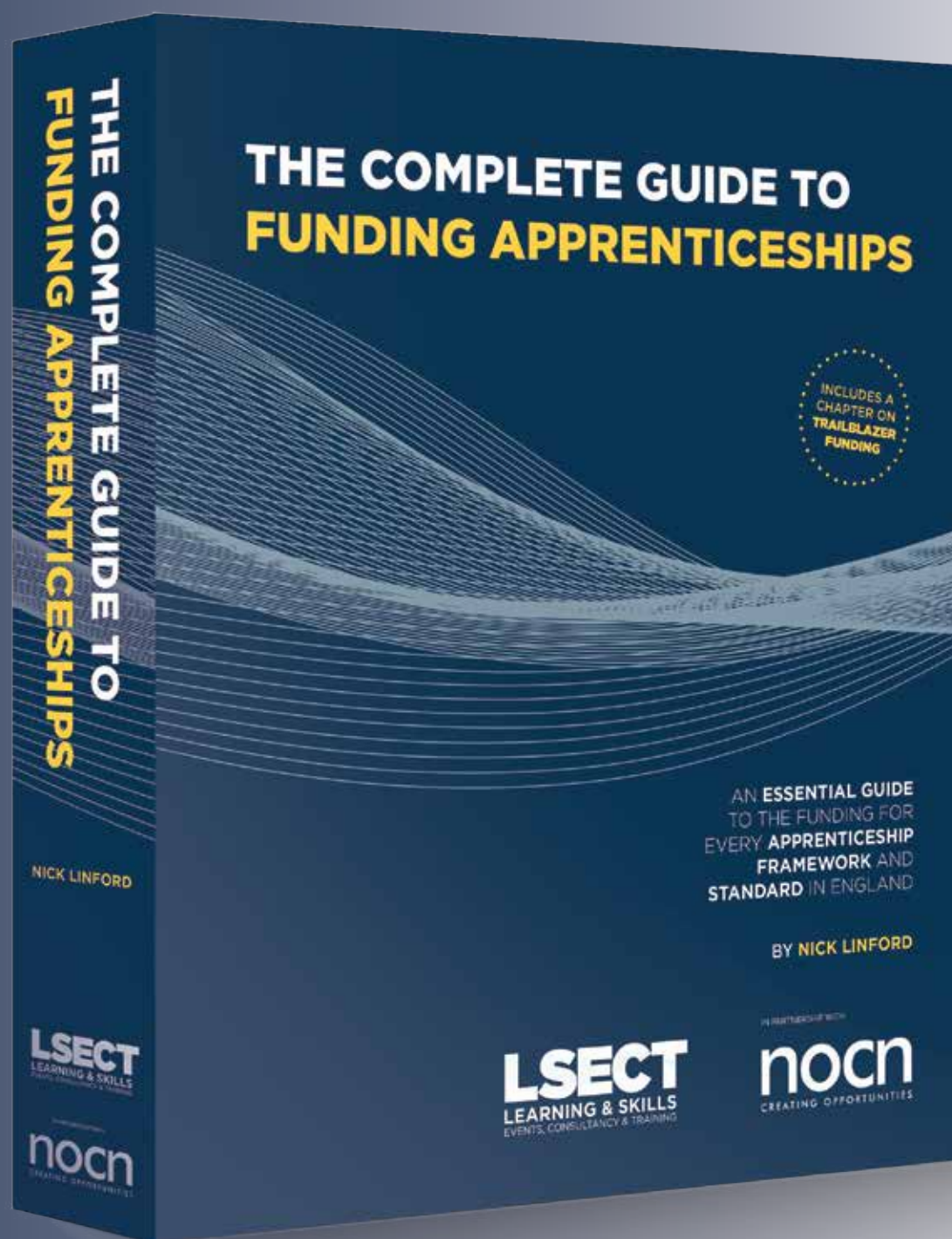
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People really believed in and had a view of the kind of change that a third term Labour government could make and the kind of country that we were building



THE LISTENING MA

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John Woodcock has spent a lot of his time since being appointed Shadow Minister for Young People following May's General Election telling the FE and skills sector that he's in "listening mode".

But in the four months the MP for Barrow and Furness has been in post, just what has he heard?

"There is a group of people who have adapted well to a policy environment in which an awful lot is expected of them, without the help they would like — both in terms of resources and also a stable policy environment," he says.

"But I share the apprehension of many people who are saying: 'Yes, you are recognising the importance of what we do' — which is a good thing, you never want FE to be not talked about or mentioned by a minister — 'but you are talking about us in a way which is either totally unrealistic or is potentially forcing us down a route which is not going to do the best for young people'."

And this, he says, is why like many he's "concerned" by the government's 3m

apprenticeships target.

"Colleges are being forced into a numbers game where they know they could be providing better service, but the way the government is driving incentives in the system leaves them to be potentially churning out numbers rather than giving people the start they know they really could do," he says.

When we meet in his parliamentary office, looking out at Big Ben, 36-year-old Woodcock is noticeably more effusive and at ease before the interview begins — perhaps, as an ex-journalist himself, he's struggling not to second guess how his answers might sound in print.

During his time studying English and history at Edinburgh University in 2000 he started doing shifts at The Scotsman newspaper, as well as editing university newspaper The Student, previously edited by Woodcock's future boss, Gordon Brown.

Woodcock felt journalism was "a chance for creative writing and to get into that pursuit for truth and exposing stuff," he explains.

"In the end I spent more time on journalism than my degree," says Woodcock.

His "big break" came when he

volunteered to work the unpopular Christmas and Boxing Day shifts and he was eventually offered a full time job, which he paused his degree to take up.

The most memorable time on the paper was in September 2001.

"I was in the office on 9/11," he says.

"I always remember that day, and then the week and couple of weeks after it when the nation was just absolutely fixed on this issue, and reporting on that felt really important and a privilege.

"I remember doing a shift as a night news editor — which was absurd, given I was only 21 — and through the occasional miscommunications that you get in newsrooms, they suddenly realised they had no main story on page five, and it was the day they first released photos of some of the people who had died when the towers collapsed, and they asked me to write a piece on those photos in 25 or 30 minutes.

"And actually it was one of my best pieces of writing, so clearly that's what you need to do to get good copy out of me — hold a gun to my head and tell me it's got to be done in 10 minutes."

Does he work well under pressure then?

"I guess — I survived a year in Downing

Street with Gordon Brown, and there was occasional pressure in that environment," he says, with a laugh referring to Brown's infamous reputation for flying into a rage with staff.

Eventually, however, Woodcock's thoughts turned back to university, and life beyond.

"After doing journalism for a while I realised you have to write a lot of stuff you don't really agree with, and it was coming up to the 2001 election and I wanted to be part of it, and I began wondering 'Do I want to be a journalist in 10 years' time?'" he says.

So he headed back to university to finish his degree, and became involved with his local Labour Party.

Woodcock had been "delivering Labour leaflets before I could walk" in Sheffield, where his father was a Labour councillor.

His father's name, incidentally, is also John — "which has been a source of confusion and annoyance for most of my childhood... just... why would you call your son the same name as you?" — and he was a PE teacher and youth worker, while Woodcock's mother, Christine, taught at Rotherham College of Arts and Technology.

Woodcock's student involvement in the

It's a personal thing

What's your favourite book?

It changes all the time, but at the moment it's Robert Caro's biography of Lyndon Baines Johnson. It's had four volumes now, and each is around two inches thick. They've only just got to the bit where he becomes president and it's an incredible analysis of human life, but also how power works in politics. Highly recommended.

What do you do to switch off from work?

I tend to my clematis in my back yard, and just recently I have joined a crown green bowling team and we play on a Friday evening. I had my first match recently. I used to play as a kid in the junior leagues in Sheffield, and I had my first competitive match as a grown up on Friday, and I won. I beat a 13-year-old — he was a good.

What's your pet hate?

I just can't bear people who put bags on seats and deliberately make it difficult for you to sit down, or put their feet up, on trains. Just so annoying.

If you could invite anyone living or dead to a dinner party who would it be?

The Beatles when they liked each other. I think they would have been really good fun when they liked each other. Björk, and I'd really liked to have met Hugh Gaitskell and Barbara Castle (Baroness Castle of Blackburn) within the Labour Party. I'm not sure that mix will go so well, but yes.

What did you want to be when you were growing up?

I wanted to be a fighter pilot after watching Top Gun, but I learned quite early on that I'm slightly colour blind between blue and green. I don't think I'd have made a very good fighter pilot anyway, but that quashed my dreams before I left my middle school.



Woodcock, aged six, on a family camping trip



Woodcock protests outside parliament in 2011 with a group of Furness bowlers to save bowling greens



Woodcock campaigns in Barrow and Furness town centre for the 2015 general election



Woodcock takes on the younger generation in a game of football at Barrow park just before the general election this year

Labour Party led to him being elected to run the student wing of the party in London, and then to a job on the 2005 election “back in those glorious days when Labour won elections,” he says ruefully.

“Looking back now it seems fabulous,” he says.

“It was such a privilege being part of a campaign where you saw so many really good, committed people, not only to getting over the line and winning.

“People look back on that time and say it was all about image and media management or spin, but actually it was so much deeper than that.

“But people really believed in and had a view of the kind of change that a third term Labour government could make and the kind of country that we were building.”

After Labour’s victory, Woodcock worked as an aide to his Barrow-in-Furness predecessor John Hutton, before becoming a special advisor to then-Prime Minister Gordon Brown in 2008.

The experience, he says, was “fascinating”.

“The way of making decisions in Number 10 could be chaotic and short-termist, but actually it was also such a privilege to be there and see Gordon in action in the

financial crisis — the speed of response, and the level of understanding that he brought to that leadership, he genuinely brought to the world, was also an amazing thing to witness,” he says.

In 2010, Woodcock ran in his own right and won, leaving him in the “weird” position of celebrating his victory as his party came to terms with defeat.

“New MPs have to guard against it, because you personally are just elated and proud that you have been elected into this amazingly privileged position for the first time, and you’ve worked your socks off to get there, and that’s sort of tempered by the fact that we did badly overall,” he says.

Woodcock’s tenure as MP got off to flying start — within five months he was appointed Shadow Transport Minister — but that came to an abrupt halt when he fell from a ladder trying to get into his attic.

He thought he had “got away scot-free” without injury — but had reckoned without the last effects of hitting his head on the way down.

“It took a while to diagnose what had happened and a long while to realise how slow the process of recovery was going to be,” he says.

Suffering from tiredness and lack of concentration, Woodcock was forced to cut back his hours and step down from his shadow post to focus on constituents.

“But I think the most impacted was family life,” says the father-of-two.

“Unfortunately the condition meant that lots of noise and changes in focus very quickly scrambled your head and I would have to sort of go and be in a quiet place — and having two small children is the absolute opposite of that.

“So wanting to spend time with the kids but finding that within 10 minutes it would make your head boil over, and not feeling like being the kind of dad you should be was tough, and it led to me being depressed.”

Woodcock says he’s “really glad” he made the choice to seek help with his depression — and was very open about his decision to do so.

“The only reason I had felt able to do that was because other people in public life, particularly parliamentarians, and [former Blair aide] Alistair Campbell had spoken about it,” he explains.

“So I thought maybe I should speak publicly and be open about it — in the way I was open about my physical accident.”

The public response, he says, was “almost universally nice”.

“And each time someone talks about mental illness, although people are generally supportive, there is less made of it and that is a really good thing — the only way we can help the one-in-four people who, in any given year, will have a mental health condition, is that if it just becomes a normal thing.”

Now, back on the shadow cabinet with the young people role, Woodcock is looking to the future, with his involvement with Liz Kendall’s campaign for Labour leadership — but, following one of the biggest swings against Labour in the election this year, he’ll also have to keep one eye on his constituency.

And for the sector he’s been listening to, he says, his main ambition is the ever thorny issue of parity of esteem.

“We have a long way to go on that,” he says.

“But it is absolutely achievable. I am really optimistic about the power of colleges, of institutions, of the people in them to play the role that we need FE to play, to be able to give people the chance to better their lives — so I hope I can play a role in doing that during my time here.”

YOU'VE GOT LOTS TO THINK ABOUT

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FE INSIDER

Shane Chowen is head of policy & public affairs at Niace and a governor at Westminster Kingsway College. He is also a former Institute for Learning policy officer and ex-vice president of the National Union of Students. His exclusive FE Insider column features in the first *FE Week* of every month.

Five things area reviews should bear in mind

The government has been crystal clear about the need for structural reforms (spending less on FE, curriculum rationalisation, higher and technical specialisation and financial sustainability) and their desired outcome is fewer and more financially sustainable institutions [read: colleges]. The status quo is not an option.

Rather than take you through the pages and pages of policy intention and guidance, covered on feweek.co.uk and also elsewhere in these very pages, I wanted to focus on what is missing and what those in the Offices of the FE and Sixth Form Commissioners, or indeed any Local Enterprise Partnerships (LEPs), local authorities or colleges wanting to instigate a review, should not forget.

Talking to learners is essential

It's inevitable when you have FE principals, LEPs, local authorities, regional school commissioners and employers around a table, they will talk about information, advice and guidance. While not a core objective of Area Reviews, there will be implications around learner choice and accessibility of provision nonetheless. There will be issues Area Review teams probably wouldn't consider without insight from learners around issues such as quality, progression opportunities, student support and transport.

An 'Area Review of Post 16 Education and Training Institutions' that only looks at colleges won't be worth it

If you're a training provider, local authority provider or higher education institution, the provision you offer will be looked at as part of a review's analysis of what's available to learners and employers, your performance and financial data will be analysed by a local steering group, but you'll only be subject to recommendations if you opt-in. Achieving consistency across all Area Reviews is cited as a key responsibility of the FE and Sixth Form Commissioners and a big part of that has to be about who is in scope. Having neighbouring reviews, one of them fully involving training providers and Universities, while the other only looking at FE and Sixth Form Colleges, leaves the whole process open to criticism later down the line. More than that though, the reviews should be empowered to make recommendations covering all provision that contributes

to the economic growth and wellbeing of areas, people and businesses. Which leads on nicely to...

Nothing to say on community learning?

The absence of any reference to adult and community provision should be a cause for concern, primarily because the reviews are about economic contribution and what this could mean in the spending review. If community learning provision is not in scope for Area Reviews, then it gives no opportunity for local areas to, unless they choose to, objectively analyse the economic (in its widest possible sense) impacts this provision delivers for people and businesses. You can see how in areas with higher proportions of older people, for example, benefit from people who can be economically active for longer, and reviews should be able to demonstrate how important a lifelong learning infrastructure will be as our population gets older.

Saving money doesn't just mean FE cuts

There is a danger that Area Reviews focus very narrowly on the impacts of post 16 provision in local areas using direct economic metrics around productivity, business growth or earnings in isolation of the wider benefits that learning brings to communities that save people, businesses and the public sector money. If you're going to deep-dive into the economic impacts and potential that post 16 education and training does and could deliver for a local area, you should also look at things like changing demographics, crime, social care, health services and migration.

Area Reviews are not going to be the mechanism when we win the argument that Central Government spending on FE is an investment, not a cost, but they can empower local areas with their own resources to make things happen.

Not starting from scratch

The Area Review policy documents have dramatically under-estimated the amount of rationalisation, integration, specialisation and collaboration that colleges in particular have already delivered in the last five years. The sector never stands still and so it's right that, given this experience, college leaders play a principal role throughout the review process.



JAYNE STIGGER

Interim FE manager

Looking ahead to a 'watershed year'

As the prospect of a new academic year stretching out ahead becomes a working reality for FE sector, Jayne Stigger considers what might be to come for teaching and lecturing staff in 2015/16.

FE & Skills providers are being sorely tested; no one doubts that but those who endlessly shout, tweet and holler the doom and gloom scenarios are missing the point.

Teaching/lecturing is challenging but staff need to seize this opportunity to develop both their learners and their own skills. Delivery using #FELTAG principles, working with local employers, giving learners the opportunity to develop maths and English knowledge in their subject specialism isn't some new-fangled plan to make life more difficult for teaching staff; it is the future and we should already be doing it.

We should be building learner show-reels to demonstrate their competence to employers, crowdfunding opportunities for them like @hearnescape and #Scrawlmovie and developing our own skills if we don't know how.

The coming year will be the watershed for FE Staff; those who stand up and evolve into forward thinking, employment-focused delivery partners, those who facilitate skills development in all our learners will thrive

Yes, finances are getting tighter, classes may get bigger, courses may vanish from the curriculum, we may teach other things, some providers will merge and job losses may seem inevitable but they aren't. This is the opportunity that FE staff should be taking advantage of; to really demonstrate just how valuable we are to the learners, our industries, country and its place in the wider, global market. It is the reactionary culture that needs to evolve.

The relentless push for more apprentices, better vocational education and training with maths and English for all, isn't going away and the sooner the 'traditional' FE get on board with the new thinking, the smoother

the transition will be.

UTCs, independent learning providers and National Colleges are stepping out of the wings and learning our lines. If FE wishes to continue to deliver all the courses it currently enjoys, then teaching staff must play our part in the development of even more effective vocational learning opportunities by adapting to the new rules and proving our worth.

We are 'not like the brazen giant of Greek fame', we are different. We are staff who are talented in our vocational specialisms, we take those who wish to learn a trade and develop their talent. We also take 'your tired, your poor, your huddled masses', and it is essential that we do, but to continue to provide that care and support, we must generate our own income streams, which requires multi-talented staff.

Teaching staff can do much to support this by changing the culture of a provider, with enthusiasm and positivity. If we constantly talk our positions down, why should anyone else value us?

The coming year will be the watershed for FE Staff; those who stand up and evolve into forward thinking, employment focused delivery partners, those who facilitate skills development in all our learners will thrive. If they help develop independent income and secure partnerships, then they can still deliver A-levels, Access, Esol etc. I hope they do, for they are as needed by those the government doesn't seem to see as clearly, as the favoured ones.

Governments aren't always right and their hearing is very selective. This may be unfair, wrongheaded, short-sighted and ultimately destructive but it is the hand we are dealt. We should be working with employers, from choosing the units we deliver in a BTec, to relevant careers advice and great learner IAG, useful, logged work experience and staff training opportunities.

I urge all in FE to take the current political climate with a large pinch of salt. Governments come and go, their impact, for all their posturing, is only as great as we allow it to be. The time for standing on the edge, shouting at the water and urging it to recede is long past and those who do will drown.

The smart ones will develop their own training opportunities, build rafts, link together, use social media alongside local knowledge and industry to partner their ambitions and evolve so they can continue to offer courses to everyone who needs them, not just those who are caught in the current spotlight.

The introduction of a new Ofsted Common Inspection Framework (Cif) from this month was preceded by a number of pilot inspections under the new system. Ryan Longmate reflects on his pilot inspection experience.

The launch of the new Cif will no doubt pose many new questions to schools, colleges and FE providers across the country, so as an FE provider ourselves the opportunity to be a ‘guinea pig’ and pilot the new inspection model was too good to turn down.

As a grade two national provider, the new model allows for inspections to take place approximately every three years over a reduced period of two days.

The purpose of this inspection is to confirm that the previous grade for overall effectiveness is accurate; safeguarding is effective and the provision remains good.

We were notified of the impending inspection two days prior, which does not differ from previous inspections however the observation and inspection timetable itself was all new.

The structure of the inspection team was consistent with the previous framework and in essence not much was new — the inspection team consisted of a lead inspector and three inspectors who remained on site throughout the two days, along with an additional two field-based inspectors.

To begin with, we did have some reservations in relation to the reduced inspection time and was concerned that we possibly would not have sufficient time to



RYAN LONGMATE
Joint managing director of East Midlands-based national independent learning provider Positive Outcomes

A pilot view as new Ofsted Cif takes off

demonstrate our abilities to meet all the objectives within the new Cif.

However, over the course of the next few days, we soon came to realise that the changes to the inspection process would allow this reduced timeframe to work and be successful.

As with any inspection, preparation was key to achieving a positive outcome, which was even more important under the new inspection model.

Communication was very good with clear and timely updates provided throughout.

Although the feedback was not as in-depth or as lengthy as it was under the old framework, it remained accurate and easily digestible for all to appreciate and understand.

So what else has changed?

In the past, a typical inspection would focus on the key elements of observing teaching and learning, quality of teaching provision and leadership and management.

The subtle shift we experienced was more focus on all areas of our safeguarding practices and procedures, our ability to maintain and measure the quality of our safeguarding provision, and the continuous training and development of all of our workforce, learners and all stakeholders to achieving it.

Teaching and learning continued to play a big part in the inspection and the framework.

However, the whole experience was on a smaller scale than previous inspections.

This allowed for more focus and depth in areas and topics such as radicalisation, extremism, grooming and bullying.

The new levels of expectation and greater emphasis on driving these areas as a provider were extremely beneficial and allowed greater insight into what the future of FE standards looks like.

The feedback provided was honest and clear and we felt the judgements were not only fair but reliable; the flexible approach to the new inspection model was greatly received by all of our staff and learners.

We soon came to realise that the changes to the inspection process would allow this reduced timeframe to work and be successful

In summary, our advice to all FE providers who are to be inspected under the new framework in the future is to embrace the changes, be open and honest on where you are positioned against the framework standards.

Be prepared in all areas, as we firmly believe the changes made provide a “better inspection for all”.



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MOVERS & SHAKERS

Among the country's colleges, independent learning providers and other skills bodies, at least 14 have welcomed new leaders for the start of 2015/16.

Harrow College has started the new term with promotion from six years as vice principal to the top job for Pat Carvalho.

The appointment follows the resignation of Tony Medhurst who left the role after more than seven years, during which time it was rated as 'good' by Ofsted.

Ms Carvalho said she was "delighted to be able to take the college forward over the coming years".

"I will ensure that we provide high quality education and training that really supports local young people and adults to achieve their full potential as well as contribute positively to the local economy and wider community," she added.

Nick Davies, chair of governors at Harrow College said: "The board are very pleased to have secured the appointment of Pat. We are all looking forward to working with her in further developing our learners' experience.

"Her wealth of knowledge and experience of Harrow College and the sector will be a valuable asset. This will ensure the college continues to build upon its successes and achievements for the future."

Mr Medhurst joined Hertford Regional College over the summer, taking over from interim principal Desdra Kingdon.

In South Yorkshire, Doncaster College and University Centre has appointed Paul Pascoe as its new chair of the corporation, replacing Ruth Brook.

Mr Pascoe has spent the past few years working at the Regional Development Agency, Yorkshire Forward, on education, skills and enterprise-related schemes.

On leaving school, Mr Pascoe became a mechanical engineering apprentice in precision engineering, later moving to heavy engineering and was involved in the machining of the cylinders that operate the river Thames flood defences.

He left industry to train as a teacher and became a lecturer in mechanical and production engineering, specialising in computer numerical control and computer aided manufacture, alongside becoming an examiner for City & Guilds.

Mr Pascoe said: "Education and FE in particular has been a large part of my adult life and has provided me with new horizons and many opportunities. I continue to believe in the benefits of education, both of the individual and the wider community."

Doncaster College principal, George Trow, said he is "delighted" with the appointment.

"Mr Pascoe has excellent local knowledge and experience and is passionate about the student experience here. He is particularly interested in our provision for our apprentices in local industry," added Mr Trow.

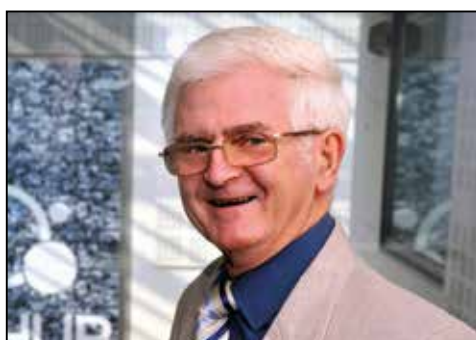
Cumbria's Furness College has welcomed new principal Andrew Wren as the



Pat Carvalho



Tony Medhurst



Paul Pascoe



Ruth Brook



Andrew Wren



Anne Attwood



Mike Gaston



Lyn Surgeon



Dr Paul Feldman



Professor Martyn Harrow

successor to Anne Attwood, who retired after 12 years in charge.

Mr Wren joins the Ofsted rated 'good' college from East Riding College, also rated 'good', where he was vice principal.

He said: "I am delighted to be joining a college which is as successful and forward-thinking as Furness College and I look forward to leading a team which makes such a positive impact on learners and employers across the area."

Furness College chair of governors, John Butler, said the board are "looking forward" to working with Mr Wren in "further developing the Ofsted success of Furness College and taking the college forward into a new era".

"I would also like to take this opportunity to thank Anne for the outstanding contribution she has made to the development of further and higher education in Furness and wish her a long and happy retirement," added Mr Butler.

Meanwhile, Mike Gaston has taken the reigns at South Downs College after his appointment just before the end of the last academic year, following the retirement of Lyn Surgeon.

Originally training to become a fine artist in London, Mr Gaston has spent more than 25 years in both further and higher education, and prior to the new appointment he was principal at Hampshire's Totton College.

He said he feels "privileged" to succeed Ms Surgeon as principal of the Ofsted rated 'excellent' college and aims to make the institute become a leading provider for "professional and technical excellence".

"One of our main strategic objectives is to engage as a strategic partner with employers, responding to needs of business and contributing to our economic and cultural community. This also includes engaging employers to help transform curriculum delivery, diversify and grow income," he said.

And lastly, Jisc, the country's FE body for digital service and solutions, has appointed Dr Paul Feldman as its new chief executive.

He will join the company in mid-October, taking over from Professor Martyn Harrow who has held the post for the past four years.

Currently an executive partner at technology researcher Gartner UK, Dr Feldman has a commercial background having spent more than 20 years in retail financial services at Nationwide Building Society, Barclays Bank and First Data Europe, the Middle East and Africa, both in IT and business roles.

Of his new role, Dr Feldman said: "Jisc plays a pivotal role in helping the UK's higher education, further education and skills sectors reinvent, adapt to change and make savings through the shared services, collective deals and advisory support it provides.

"Now, more than ever, universities and colleges need this kind of body and advice to help them take advantage of the opportunities digital technology offers to transform research, teaching, learning and organisational culture."

YOUR WEEKLY GUIDE TO WHO'S LEAVING AND WHO'S NEW

College/organisation	Role	New appointment	Replacing
New announcements			
Coleg Gwent	Principal	Guy Lacey (interim)	Jim Bennett
Doncaster College	Chair	Paul Pascoe	Ruth Brook
Furness College	Principal	Andrew Wren	Anne Attwood
Harrow College	Principal	Pat Carvalho	Tony Medhurst
Hertford Regional College	Principal	Tony Medhurst	Desdra Kingdon (interim)
Jisc	Chief executive	Dr Paul Feldman	Professor Martyn Harrow
South Downs College	Principal	Mike Gaston	Lyn Surgeon
Reported previously in FE Week			
157 Group	Chief executive	Ian Pretty	Dr Lynne Sedgmore
City College Brighton and Hove	Chief executive	Nick Juba	Monica Box (interim)
Derby Manufacturing University Technical College	Vice principal designate	Shobha Tynan	N/A new role
Hereford College of Arts	Principal	Abigail Appleton	Richard Heatly
Leeds City College	Principal	Colin Booth	Peter Roberts
Newcastle College	Principal	Tony Lewin	Carole Kitching
Newcastle Sixth Form College	Principal	Gerard Garvey	Steve Gibson
Preston's College	Operations manager	Rebecca Kay	N/A new role
Sussex Downs College	Principal	Mike Hopkins	Melanie Hunt
Barnsley College	Principal	Chris Webb	Colin Booth
If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk			

Tongues will be wagging...

Making sure **you get seen** and **talked about** in all **the right places** is crucial. Whether that's **through the material you produce** or **the stories you tell**. And it's even more important that you have **the right support** from **an organisation that really understands your market...**

We are an award winning marketing communications company who have been helping schools and colleges get the best results from all their marketing communications for more than 10 years, whether that's branding, design, PR, marketing campaigns, websites or social media and all the bits in between.

And because we only work in education we understand the language, issues and pitfalls you face, so we can help steer you in the right direction and make sure you're seen and talked about in all the right places, for all the right reasons!



CAMPUS ROUND-UP

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Lewis George outside South Cheshire College before he jetted off to the US

Golfer Lewis jets off for US scholarship thanks to college coaching

Lewis George is heading across the pond to tee up a golf scholarship in the USA after successfully completing a sports course at South Cheshire College.

The 18-year-old jetted off to the University of Central Arkansas last month to study kinesiology and drive forward his golfing talent at the same time.

Lewis completed a sport development and fitness BTec level three extended diploma in June and said he was thrilled to be offered the “amazing opportunity”.

“Golf has always been a way of life for me,” he said. “I loved the sports diploma at college and I gained some coaching skills on the course which I’m hoping to use in the future.”

Now playing off a plus two handicap, Lewis first picked up a club when he was just six years old and lowered his handicap to five by the age of 12.

Since then he has won numerous club competitions and has represented England at under-16 level.

Approach to dyslexia marked by quality



Sophie McCormick holding her double distinction and merit BTec level three health and social care diploma

Sophie McCormick is one of a large number of dyslexic students who have triumphed over the condition thanks to Middlesbrough College, leading to it being awarded a British Dyslexia Association Quality Mark.

The 19-year-old not only got a double distinction and a merit in her BTec level three health and social care diploma, but also passed GCSE English at the same time.

The achievements have seen her secure a place on Teesside University’s learning disability nursing degree.

Sophie said: “I don’t think I’d have done as well at any other college – it’s like a village here, everyone is really friendly and the tutors really know their stuff.”

A Quality Mark is given to organisations able to demonstrate exceptional levels of support to students — Middlesbrough College assessed an average of 12 students with dyslexia per week last year.

“We are delighted to receive recognition for the service we provide,” said Jon Lee, the college’s deputy manager for additional learning support.



From left: Bridgewater College Prince’s Trust Team Brandon Tottle, aged 22, Jess Mills, 23, Tom Shaw, 23, Sammy Izard, 22, Shane Howe, 23, and Toby Gamester, 20, (back row) with Mayor Leigh Redman (centre) and team leader Jo Wilkes. Front row: pupils from Jean Rees Centre at Chilton School

Schoolchildren get grounds makeover thanks to Prince’s Trust learners

While most young people spent their time relaxing this summer, this group from Bridgewater College’s Prince’s Trust Team programme dedicated their time to rejuvenating a classroom and garden area for disabled people.

The Somerset college group chose nearby Jean Rees Centre at Chilton School — a learning environment they said could be more “colourful and stimulating” — for their two-week personal development project.

Unique artwork, refurbished garden furniture, weeding and bright new flower beds were all part of the project.

Jo Wilkes, team leader for Prince’s Trust at Bridgewater College, said the final outcome was a “testament to the hard work and dedication put in by the team”.

“They worked in very hot conditions to ensure they achieved the best possible outcome. They took every stage of the project very seriously and I am very proud of them,” she added.

Dancing onto the small screen



West Cheshire College dance students with Hacker T Dog during the filming of Hacker Time. From left: Laila Mangan aged 19, Megan Lea Haworth, 18, Shannon Newbanks, 21, Molly Dutton, 18, Shaun Creswell, 21 and Jamie Lee Evans 26

A group of West Cheshire College dance students made it onto the small screen over the summer when they appeared on new prime time children’s TV show Hacker Time.

The 10-part CBBC show, which aired at the end of July and throughout last month, stars Hacker T Dog interviewing different celebrities including, Strictly Come Dancing’s Anton du Beke and Tracy Beaker’s Dani Harmer.

The six college dancers who appeared on the programme currently study level

three and level four dance musical theatre, as well as HNC/HND dance learners.

They included 27-year-old Jamie Lee-Evans, who has just completed her HND in performing arts and is planning to go back to West Cheshire College to teach dance this month.

She said: “The show was a fantastic experience. Dancing in front of the lights and cameras was amazing, I was really proud to be part of it. As the show is aimed at children, it was really fun and light-hearted.”

Commitment to the course earns Yasmin award name honour

Tutors at Warrington Collegiate were so inspired by young mum Yasmin Hancox's commitment to her studies while struggling with the death of her father that they created an annual award in her honour, writes Billy Camden.

Yasmin Hancox came to Warrington Collegiate in 2009 with no qualifications to her name after a difficult time at school.

Five years on and the 21-year-old who studied forensic science, amid study breaks for the death of her father and the birth of her daughter, has now left leaving her legacy in the form of the inspirational student of the year award, created in her honour by college staff.

"I just can't believe they have done this," said Yasmin, who was the first recipient of the award.

"I felt like other people worked just as hard as me if not harder but my teacher [forensics lecturer Emma Blake] said I was deserving of it. I cried a lot when I found out."

During her school days Yasmin went through a difficult home life after being put into care in year 9 which led to her binge drinking.

"Alcohol was my way of coping with things at home so I didn't do well in my exams. I left with nothing really, just U and F grades, so I pretty much started from the bottom

after that," said Yasmin.

She enrolled on a level one public services course when she was 16 at Warrington Collegiate where she grew in confidence, leading to her progressing on to and completing level two.

"After school I thought 'this is it now'. I was so cocky and didn't expect to fail school so I was absolutely devastated when I did," said Yasmin.

"I felt like I let my parents down so I needed to get my head down at college."

She gained top marks in her public service courses and finally had the qualifications and knowledge to follow her passion and enrol on a course in forensic science.

However, in 2012 Yasmin had to take a year out of education after getting pregnant with daughter Isabella.

During the same year, Yasmin had to care for her terminally ill dad, John, who died when Isabella was just eight months old.

Despite this, Yasmin returned to college in 2013

to study a BTEc extended diploma in applied forensic science, a field that she got a passion for from her dad.

"My dad and I were like best friends, we both would watch things together on TV around them sorts of shows [crime and forensics] so I just followed that



Yasmin with her daughter Isabella

when I got to college."

Yasmin has since gained top marks in her forensic science course with a triple distinction. She has spent the summer looking after Isabella but is now applying for jobs in the funerals business.

Emma Blake, lecturer in forensics at Warrington Collegiate, said: "I'm so proud of Yasmin. She has proved herself to be quite the tenacious young woman who has triumphed through adversity throughout her time at college."

The college paid Isabella's nursery fees while Yasmin was still studying and she couldn't thank them enough.

"I'm so glad I came to Warrington Collegiate, followed my dream and achieved my goal. The college and tutors have encouraged me through every stage and supported me in realising my dreams," said Yasmin.



FEATURED
CAMPUS
ROUND-UP

From left: tutors Emma Blake, Nikki Bradley and Hilary Bathgate with Yasmin Hancox and her inspirational student of the year award

Inset: Yasmin with father John

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable



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Further Education Deputy Commissioners
Further Education Advisers
Sixth Form College (SFC) and Charitable
and Commercial Provider (CCP) Advisers
Prevent Advisers

The Government is committed to raising standards in further education (FE). It has also recognised a need to reshape provision across the country to improve delivery and specialisation and ensure institutional resilience. The FE Deputy Commissioners (FEDCs), FE Advisers and SFC & CCP Advisers will have two core roles:

- Supporting the intervention process to tackle poor performance, either in terms of financial management or quality.
- Supporting a series of area based reviews of provision. These were described in the policy statement Reviewing Post-16 Education and Training Institutions, with further detailed guidance issued September 2015.

The FEDCs and advisers will work alongside the FE and Sixth Form College Commissioners. FEDCs will lead area reviews and intervention cases. The advisers will undertake the institutional analysis which underpins the reviews and their recommendations.

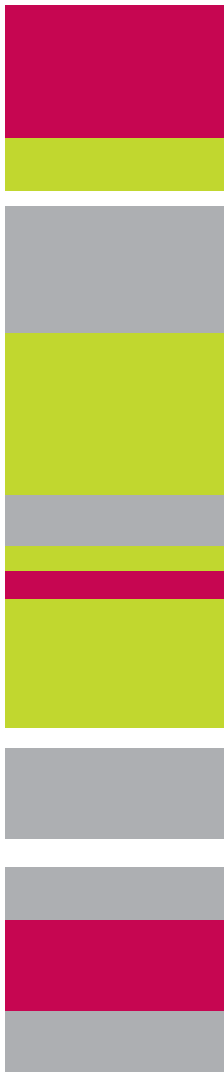
We are also appointing 4 FE Prevent Advisers. They will conduct risk based assessments of non-publicly funded further education and training providers to ensure compliance with the Prevent Duty which is currently being legislated for to require all FE education providers to tackle radicalisation. In this respect prevent advisers will perform the same function that OFSTED undertakes for the publicly funded FE sector.

For all these roles we seek high calibre individuals with a good understanding of the education sector and strong experience in change and financial management. You will bring excellent analytical skills. Your personal impact and credibility will need to gain the confidence of stakeholders across the FE sector.

These national roles are being offered for a two year period on a commission by commission basis. The Deputy Commissioner role will be remunerated at up to £700 a day and the respective Adviser roles at up to £600 per day. All applicants will need to be DBS checked.

To find out more, please visit www.FEadviserappointments.com or call our advising consultants at **GatenbySanderson**, Paul Aristides on 020 7426 3987 or Elliott Rae on 020 7426 3964 for a confidential discussion.

Closing date is noon on 30 September 2015.



Principal and Chief Executive
Competitive package

Swindon College is a highly successful college playing a key educational leadership role in the region. With around 10,000 learners of which 2,400 are full-time, and a turnover of c£22m the college is strongly placed to continue moving forward with confidence. With its excellent location and growing local economy Swindon provides many opportunities for the strategic development of the college's education and training services.

Following the announced departure of our current Principal, Andrew Miller, we are looking to recruit our next Chief Executive to ensure we meet the challenges of the ever-changing FE landscape. The successful candidate will join a college that has made a remarkable transition from one found to be failing by Ofsted in 2007 to one graded as 'Outstanding' by Ofsted in 2013. We are immensely proud of the achievements of our students, our dedicated staff team and our partners.

A highly experienced strategic leader who can provide clear vision and direction, the successful candidate will bring exceptional communication skills, imagination, commercial acumen, a creative and innovative approach and a positive, entrepreneurial attitude. The incoming Principal will build on our strong and diverse range of external stakeholders and position Swindon College as a key partner across our region. With experience of building partnerships and making strategic goals an economic and financial reality, you will bring substantial leadership skills and the ability to maximise the potential of the college.

With an understanding of teaching and learning, high quality outcomes, innovative and responsive curriculum, the financial and funding landscape and developments within HE and international provision, any incoming candidate will need broad and extensive senior leadership experience in the FE sector.

You must bring a passion for working with young people and inspiring a new generation and an exceptional track record of leadership and management. This role presents an outstanding opportunity for an individual with ambition, drive and vision to lead a highly successful and progressive college.

To find out more, please visit www.swindonleadership.com or call our advising consultants at **GatenbySanderson**, Paul Aristides on 020 7426 3987 or Manjit Mundair-Lalli on 07807 624 332 for a confidential discussion.

Closing Date: Monday 28 September



JOBS



Blackburn College: Expanding Opportunity in Higher Education

Executive Dean: Higher Education £75K plus Benefits

The Opportunity. Blackburn College is determined and ambitious: committed to the principles that its Higher Education provision should balance the creation of academic, vocational and work opportunities for individuals as well as contributing significantly to socio-economic development in Blackburn and its region. At all stages, our HE provision is shaped by our dialogue with employers.

Through sustained investment in our University Centre, we are a very significant college provider of HE. We already have 3000 HE students. Our scale and success have been built on the creativity and agility of our excellent staff, always being proactive at times of policy and funding shift. It is this institutional energy which will drive the College forward to meet the new challenges and opportunities around the current emphasis on higher vocational skills and employability

The Role. Our Executive Dean will translate an external policy and funding opportunity into a coherent response on the part of the College, underwritten by success criteria. Current recent leadership experience of curriculum and delivery in HE will be essential, alongside the proven capacity to implement successful revision to our range of qualifications, pedagogy, research and scholarship. Staff, at all levels, look to embrace change, recognising the unique opportunities being presented to the College. And employers have to feel that they are a crucial part of the process, from design to delivery.

The Person. We will appoint as Executive Dean an outstanding individual who combines experience and vision. The ability to lead the College's HE provision will depend on credibility within the College's academic community as well as having a profile within external, stakeholder environments.



If this brief interests and excites you, then please access the Candidate Pack at www.blackburn.ac.uk/jobs/

Potential candidates are encouraged to have a discussion with our retained consultant, Professor Bill Wardle at bill@billwardle.com or 07777642100

Completed applications should be sent to jobs@blackburn.ac.uk

Closing date of 12 noon on Monday 21 September 2015 and interviews are scheduled for Tuesday 6 October 2015.

FE Week

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Strode College works with 1,500 16-18 year old students, 2,500 adult students and 200 apprentices. Strode is only one of two colleges nationally to have been graded as ‘Outstanding’ by Ofsted during 2014-15 and is currently the only sixth form provision in a school or college judged ‘Outstanding’ in Mendip or South Somerset. We are looking to appoint to the following vacancies:

Teacher Foundation Learning
80% to 100%
£20,653-£27,541 pro rata per annum

To teach on the Foundation Learning programme, which was graded as Outstanding by Ofsted in September 2014. You will have the skills to deliver to students with complex learning difficulties and disabilities at Entry Level 1 and Entry Level 2.

Dyslexia Support Tutor
70%
£24,091-£27,541 pro rata per annum

To assess students for exams, learning needs and to provide 1-1 support. You must be experienced and qualified to Level 7.

Details on our website
www.strode-college.ac.uk

or contact the Personnel Office Fax/Ans
01458 844450 (24hrs).

Closing Date:
2pm Friday 18th September 2015



PROGRAMME LEADER MEDIA

29.6 hours per week
Permanent
£25,118 - £31,593 FTE
Ref: 15/254

Closing date 17th September 2015

LEARNER MENTOR

Permanent
Term Time only
£18,532 FTE

In this post you will offer a full range of holistic support to ensure a rounded approach to support for learners. You will ensure learners access the help that they need, the following areas are pertinent to this role:

- Mental Health
- Social, Emotional, Behavioral Difficulties
- Information, Advice, and Guidance
- Positive Engagement Activities
- Learning Disabilities

Ref: 15/241

Closing date 15th September

**SENIOR TRAINER CONSULTANT
HEALTH AND SAFETY**

Casual
£20.53 per hour
Ref: 15/212

Closing date 15th September 2015

**PROGRAMME LEADER
HE HEALTH AND SOCIAL CARE SCIENCES**

Casual
£20.97 per hour
Ref: 15/239

Closing date 15th September

PROGRAMME LEADER MATHS

£25,118 - £31,593
Ref: 15/114

Closing date 30th September 2015

MORE ROLES

**ASSOCIATE PRINCIPAL HEALTH, WELLBEING
AND SOCIETY**

REF: 15/177 – £50,000

**CURRICULUM MANAGER HE EDUCATION AND SOCIAL
SCIENCE**

REF: 15/178 – £38,000

CURRICULUM MANAGER LLDD

REF: 15/179 – £38,000

CURRICULUM MANAGER MATHS

REF: 15/180 – £38,000

CURRICULUM MANAGER VISUAL ARTS

REF: 15/181 – £38,000

**QUALITY MANAGER FLEXIBLE AND COMMUNITY
LEARNING**

REF: 15/184 – £34,683

QUALITY MANAGER DIGITAL AND CREATIVE INDUSTRIES

£34,683

All closing dates are 30th September 2015



ENGINEERING LECTURER/ COURSE MANAGER

PLYMOUTH SISNA PARK
COMPETITIVE RATES OF PAY
HOURS PER WEEK 37
WEEKS PER YEAR 52

Based at Sisna Park Plymouth, we are looking for qualified and experienced Engineering Lecturer to join our established engineering team.

Applicants must have a minimum of level 4/degree in an appropriate discipline (specifically engineering maintenance including PLC, microprocessors & electronics and maths, science and CAD) and hold or be working towards a teaching qualification.

LECTURER/ASSESSOR - ENGINEERING

PLYMOUTH SISNA PARK
COMPETITIVE RATES OF PAY
HOURS PER WEEK 37
WEEKS PER YEAR 52

Based at Sisna Park Plymouth, we are looking for an experienced individual who will manage the recruitment, delivery, assessment and administration of engineering courses as directed by the CL. Demonstrating effective use of learner centred practise and acceptance of a culture of change and improvement.

Applicants must have appropriate qualifications (engineering based), ideally to degree level. Willingness to gain certification in areas required by legislation or necessary for the post e.g. Assessor/IV.

LECTURER & COURSE MANAGER ENGINEERING X 2

CORNWALL COLLEGE - ST AUSTELL
COMPETITIVE RATES OF PAY
HOURS PER WEEK 37
WEEKS PER YEAR 52

Based at Cornwall College, we are looking for an experienced lecturers in Engineering to join our dynamic, experienced and committed team. The Lecturer will be responsible for student tuition and managing the student learning experience from interview and induction through to formal education delivery, taking a lead role in course organisation and all related matters.

The College framework is to encourage team working where Lecturers, Team Leads and Curriculum Leads work together in a supportive framework to provide the best learning experience for our students.

Applicants must have must appropriate academic, professional or vocational qualifications at level 3 and relevant commercial, academic or vocational experience within the industry.

IF YOU REQUIRE FURTHER INFORMATION ON THESE ROLES, PLEASE CONTACT **ANDY PHILLIPS ON 01726 226422**

LEAD SKILLS FOR

The Northern Racing College seeks to appoint a Lead Skills for Life Tutor to deliver and assess Functional Skills and Life Skills subjects, for Further Education and Work-Based Learning Learners.

Applicants must possess PGCE/Certificate of Education or equivalent, minimum Level 4 Subject Specialism in Literacy, relevant ICT, with, experience in teaching Skills for Life and working with adult learners. Either D32/D33, A1 or Level 3 Certificate in Assessing Vocational Achievement would be desirable



LIFE TUTOR

37 hours per week

Applicants will be required to work flexible hours, including some evenings.

The salary is £24,500, with a contributory pension scheme.

The selected Applicant will be asked to apply for disclosure from the Disclosure and Barring Service.

We are an Equal Opportunities Employer and Training Provider.

Apply for an application form to:
Michelle Bardsley, Support Services Manager on
(01302) 861002
Email: michelle.bardsley@northernracingcollege.co.uk

Closing Date: 18th September 2015



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Via our network of 400+ centres, we deliver integrated employability and skills programmes the length and breadth of the UK. At learndirect, we never underestimate the impact on an individual of gaining their first qualification: of being able to start to read to their children after getting an English qualification; or getting the basic skills they need to get into work.

We’re holding a recruitment open day on Saturday 12 September 2015 in our Croydon office for the following positions which will be based across a number of our centres in London.

- **Tutors** - Up to £22,500 per annum
 - Maths and English
 - Employability
 - IT
 - Customer service
- **Business Managers** - Up to £28,000 per annum
- **Trainer Assessors** - Up to £22,000 per annum
 - Hospitality and customer service
 - Business skills
 - Financial services
 - Childcare

If you are interested in any of these positions, please come along between **10am and 4pm at 1st Floor Grosvenor House, 125 High Street, Croydon, CR90 9XP** for our open day.

Please bring a copy of your CV and be prepared for a 30 minute interview where we will assess your suitability for your desired role.

We offer a competitive salary and benefits package with full details available at learndirect.com/business/contact-us/jobs-at-learndirect

For any queries regarding the open day or any of our advertised positions, please call the **learndirect** Recruitment Team on **0114 291 5572**.

LECTURER 2 IN BUSINESS & MANAGEMENT

Post Ref: 5783, 18.5 hours per week, Permanent, £26,145- £34,092 per annum, pro rata (dependant on qualifications)

We are seeking to appoint a suitably qualified Management lecturer to teach across a range of business and management courses with a particular specialism in human resources management. We are looking for someone who is suitably qualified to develop and teach on CIPD Level 3 and Level 5 courses. Candidates should possess a relevant degree, be a member of CIPD and be a fully qualified lecturer with experience of teaching human resources management at a higher academic level.

You will be someone who can demonstrate exceptional teaching ability and you must have excellent communication and IT skills and be able to work as part of a team. You will be joining an extremely successful business and management delivery team who prides itself on exceptionally high standards and the ability to create high quality learning experiences for their students.

Applicants should be able to demonstrate, in their personal statement, practical examples of how they fulfil the person specification.

Due to the nature of this post you will be required to undertake an Enhanced Disclosure Check.

To find out more about this great opportunity visit www.sunderlandcollege.ac.uk/vacancies alternatively email vacancies@sunderlandcollege.ac.uk or call **0191 511 6000** to request an application pack.

All applications must be received by 5pm, Thursday 17 September 2015

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to safeguarding the welfare of children and vulnerable adults.



FEWeek

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To all Finance Professionals in FE...

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FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Spot the difference to WIN an FE Week mug



			4					
		4				6	5	
2					3			9
4		3			9		7	
	6		7		4		1	
	1		5			4		2
1			9					7
	3	7				8		
					6			

Difficulty: EASY

2	3						7	5
8			3	2	5			9
				6				
			4	9	2			
	4						2	
			1	5	8			
				7				
9			5	8	3			6
5	1						3	7

Difficulty: MEDIUM

Solutions: Next week

Last Week's solutions

6	4	1	5	8	3	7	2	9
9	2	5	7	4	6	1	8	3
8	7	3	9	1	2	6	5	4
4	1	6	3	5	7	2	9	8
7	3	9	2	6	8	4	1	5
2	5	8	1	9	4	3	6	7
3	6	2	8	7	5	9	4	1
5	9	7	4	2	1	8	3	6
1	8	4	6	3	9	5	7	2

Difficulty: EASY

8	3	5	4	7	1	9	6	2
2	9	1	8	3	6	7	4	5
7	6	4	2	5	9	8	1	3
4	1	9	6	8	3	5	2	7
3	7	6	5	2	4	1	9	8
5	8	2	9	1	7	4	3	6
1	2	3	7	9	5	6	8	4
9	4	7	3	6	8	2	5	1
6	5	8	1	4	2	3	7	9

Difficulty: MEDIUM



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The last edition's spot the difference winner was West Nottinghamshire College press officer Rebecca Short (pictured right).

